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ABSTRACT

Project TRIUNFE provides instruction in English as a second language, native language development, and bilingual instruction in mathematics, science and social studies to limited English proficient Hispanic, Asian, and Haitian students. The program is a transitional program whose major goal is to mainstream students in less than two years. Mainstreamed students maintain contact with project staff through tutoring and career advising. Evaluation findings for the second year of a three-year funding cycle are presented by program objectives. They include the results of student performance in courses and tests, reviews of program materials and records, interviews with relevant personnel, and classroom observations. Overall, program objectives were met for English as a second language, content-area instruction in mathematics, science, and social studies and native language arts instruction, and student attendance. The project did not provide data to assess the objective for student achievement in computer lab classes. (MW)

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JOHN JAY HIGH SCHOOL

PROJECT TRIUNFE

1984-1985

OEA Evaluation Report

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O.E.A. Evaluation Section Report

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Grant Number: 600-830-2799

JOHN JAY HIGH SCHOOL

PROJECT TRIUNFE

1984-1985

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A SUMMARY OF THE REPORT

This program, in its second year of a three-year funding cycle, provided instruction in English as a second language (E.S.L.) and native language development, in addition to bilingual instruction in mathematics, science, and social studies, to approximately 270 students of Hispanic, Asian, and Haitian backgrounds. The project proposal also included plans for computer-assisted instruction, computer literacy, vocational training, counseling and job placement, and alternative education for the marginal/juvenile delinquent student. The majority of program students were of Hispanic descent and most were in the tenth and eleventh grades. Although students were generally literate in their native languages, they varied widely in terms of educational preparedness.

Project TRIUNFE was described as a transitional program whose major goal was to mainstream students in less than two years. Title VII funds supported administrative and support-services staff. Instructional services were provided by Chapter I and tax-levy monies.

Major changes in project personnel and the appointment of a new principal earlier in the year have placed organizational constraints on program implementation. Nevertheless, the project director has the full and open support of both the new principal and the assistant principal in charge of the project.

Program objectives were assessed in English language achievement (Criterion Referenced English Syntax Text [CREST]); ability in their native language (Interamerican Series, La Prueba de Lectura or teacher-made tests); improvement in computer skills (teacher-constructed computer literacy test); mathematics, science, social studies, and preparatory vocational classes (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement data indicates that the following program objectives were attained:

-- Students mastered an average of 1.8 and 1.6 CREST objectives per month in the fall and the spring, respectively.

-- Students exceeded the 70 percent passing criterion in mathematics, science, social studies, and business/vocational courses for both semesters.

-- Students made significant gains on the Prueba de Lectura.

-- Of the students enrolled in native language arts courses in French, 100 percent passed in the fall and 96 percent passed in the spring.

-- The difference between the attendance rates of program and mainstream students was statistically significant.

The following recommendations are aimed at improving the overall effectiveness of the program:

-- finding new ways to involve more students in the computer component such as encouraging program teachers to develop projects making use of the computers;

-- improving the level of coordination between the bilingual program and the bilingual guidance counselor;

-- identifying competent staff to teach required content courses in Spanish, especially in math, and providing support for those teaching subjects out of license;

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings, integrated material into reports, and has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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John Jay High School Bilingual Program
Project TRIUNFE

Location:	237 Seventh Avenue Brooklyn, New York 11215
Year of Operation:	1984-1985, Second year of funding
Languages:	Spanish, French/Haitian Creole
Number of Participants:	270 Students
Principal:	Hal Genken
Project Director:	Stephen Glickman

I. INTRODUCTION

Project TRIUNFE, in its second year of operation at John Jay High School, served approximately 270 students of Hispanic, Asian, and Haitian backgrounds during the 1984-85 school year. Its proposed goals included "providing computer assisted instruction, promoting computer literacy, partial immersion for rapid learning of English, providing vocational training, counseling and job placement, and arranging alternative education for the marginal/juvenile delinquent student."

The project continued to operate much in the manner described in the O.E.A. final evaluation report for 1983-84. Staff members continued to devote long hours and much energy to serving program students, and despite numerous obstacles, managed to become a highly positive force in the life of the high school. This report will outline the steps the project has taken to

overcome the problems it faced in its first year of operation, and the problems it continues to face.

COMMUNITY SETTING

The previous evaluation report included a historical description of the position of John Jay High School in the Park Slope community. Gentrification continues in the immediate neighborhood of the school, and as higher rents spread into neighborhoods from which John Jay's student population is drawn, families sending their children to public schools are displaced. Since few of the young upwardly-mobile Park Slope families send their children to neighborhood public schools, "busing" children from outside has created an isolated pocket of youth from low income families in an affluent neighborhood. The results are a school which serves no local families. and a community which perceives the lower-income students attending John Jay as threatening and undesirable.

PROJECT SETTING

The project office is located on the fourth floor of the school. The office is a lively place where paraprofessionals tutor students, and where students come to ask project staff members for assistance in personal and academic matters. The bilingual program is not isolated from the rest of the school so that bilingual students constantly mix with mainstream students in the hallways. The school itself is in reasonably good condition, and there is a massive anti-grafitti campaign underway which has left the halls spotted with patches of primer paint.

II. STUDENT CHARACTERISTICS

Students are admitted to the program if they score below the fifteenth percentile on the Language Assessment Battery (LAB) test. The program does not serve all the LEP students at John Jay: the director estimated that as many as 100 LEP students were not served by TRIUNFE. The project focuses on students who have recently immigrated, and are "most in need." As many as 70 percent of the students in the program are from immigrant families.

Project TRIUNFE serves a population of 270 students of limited English proficiency (LEP). Of these, 210 speak Spanish as a native language and 32 students speak Haitian Creole. In addition, there are 22 students who speak various East Asian languages, and nine students who speak various other languages. Table 1 presents the native languages and countries of birth of program students. Fifty-four percent of the students are female and females outnumber males in grades ten and eleven. The majority of the program students are tenth and eleventh graders.

Although the program was in its second year of operation, only 38 percent of the students had been receiving services for two years. Fifty-one percent were new to the program in September. Table 2 presents the time students have spent in the program, by grade.

It was the director's perception that students from South and Central American countries were generally better prepared than Caribbean students.

TABLE 1

Number and Percent of Program Students
by Language and Country of Birth

LANGUAGE	COUNTRY OF BIRTH	NUMBER	PERCENT
Spanish	Puerto Rico	72	27
	Dominican Republic	66	24
	Central & South America	25	9
	Ecuador	22	8
	El Salvador	11	4
	Honduras	11	4
	Unknown	2	less than 1
	Cuba	1	less than 1
Haitian Creole	Haiti	32	11
East Asian Languages	Vietnam	6	2
	Hong Kong	5	2
	Korea	4	1
	Cambodia	4	1
	People's Republic of China	3	1
Arabic	Egypt	1	less than 1
French	Lebanon	2	less than 1
Other	India	6	2
TOTAL		273	100

- The majority (76 percent) of program students are reported to be native speakers of Spanish. The highest number of students in this group were born in Puerto Rico and the second highest number are from the Dominican Republic.

- Eleven percent of the program students were born in Haiti. They are native speakers of Haitian Creole.

- Four percent of the students are from various Asian countries; the remaining students are from Egypt, Lebanon, or India.

TABLE 2

Time Spent in the Bilingual Program*

(As of June 1985)

Time Spent in Bilingual Program	Number of Students				
	Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	1	4	1	0	6
1 Academic Year	11	66	24	3	104
2 Academic Years	2	43	50	6	101
3 Academic Years	0	5	19	10	34
4 Academic Years	0	0	2	13	15
5 Academic Years	0	0	1	5	6
TOTAL	14	118	97	37	266

*Rounded to the nearest year.

- The majority of the students (211 or 79 percent) have been in the program two years or less.
- Over half of the students in the program for one year or less are in grade ten. (It appears that the tenth grade has a larger proportion of new entrants than the other grades.)

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	0*	1	0	0	1
15	4*	6*	1	0	11
16	5	35*	7*	0	47
17	3	35	32*	5*	75
18	1	24	25	8*	58
19	0	9	17	13	39
20	0	6	7	8	21
21	0	0	8	3	11
22	0	0	0	1	1
23	0	0	1	0	1
TOTAL	13	116	98	38	265

Overage Students					
Number	9	74	58	25	166
Percent	69	64	59	66	63

*Expected age range for grade.

- Sixty-three percent of the students are overage for their grade placement.
- Over half of the students in all grades are overage. The highest percentage is in the ninth grade.

III. PROGRAM DESCRIPTION

STAFF

Major changes in project personnel and the appointment of a new principal earlier this year have placed organizational constraints upon program implementation. Nevertheless, the project director has the full and open support of both the new principal and the assistant principal in charge of the project. The project director feels he is able to operate with a large degree of freedom. One organizational problem, however, is that the work of the school's bilingual guidance counselor has not been adequately coordinated with the TRIUNFE project, and the project director often has to advise students on matters that should be handled by the guidance counselor.

In addition to the project's administrative tasks, the director is also responsible for job development and placement work. He is, as a result, terribly overextended and continues to put in long hours attempting to meet the numerous demands made on his time, including direct interaction with bilingual students in a guidance or career couseling capacity. The project director sees the lack of licensed bilingual staff for teaching content-area courses, particularly in math, as the main problem facing the program.

IV. FINDINGS

The evaluation findings are presented by program objectives. They include the results of student preformance in courses and tests, reviews of program materials and records, interviews with relevant personnel, and classroom observations.

Students begin with English as a second language (E.S.L.) and bilingual content-area courses in which there is a gradual transition to greater use of English. Students are usually mainstreamed at the end of their second year in the program. Mainstreamed students maintain contact with project staff through tutoring and career advising as well as in bilingual official classes.

ENGLISH AS A SECOND LANGUAGE

-- As a result of participating in the program, students will master an average of one objective per four weeks of treatment as measured by the Criterion Referenced English Syntax Test.

E.S.L. instruction is offered on three levels -- beginning, intermediate, and advanced -- in both the fall and spring. Students also attend one-credit supplementary English classes offered on three levels.

In two E.S.L. classes observed by O.E.A. field consultants, students followed the lessons, responding mostly in English to lesson-related questions. The teachers lectured entirely in English. The class consisted mostly of Hispanic and a few Haitian students. They talked among themselves in their native languages, or when speaking to students of a different nation-

ality, in English. However, more oral repetition and student participation might have been useful. The project owns computer-assisted instruction software for E.S.L., but it was not being used this spring. According to the project director, this was due to "scheduling problems."

Student Achievement in E.S.L.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was developed by the New York City Public Schools to measure mastery of the syntax skills presented in the E.S.L. curriculum. The CREST uses four items to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while Level 3 measures mastery of 15 skills.

The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of

*Extensive information on CREST syntax skills and psychometric propoerties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test. Board of Education of the City of New York, Division of High Schools, 110 Livingston St., Brooklyn, N.Y. 11201.

skills mastered per month were calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 4 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes (Levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 236 students in the fall and 184 students in the spring.

Examination of Table 4 reveals that overall, the program objective was achieved and indeed surpassed. Students mastered an average of 1.8 CREST objectives per month in the fall. During the spring semester, students acquired an average of 1.6 CREST objectives per month. All groups of students in both semesters showed gains on CREST achievement, exceeding the criterion of one CREST objective per month of attendance. In the fall semester, the average rate of achievement was almost double the criterion. In part this was due to rather low pretest scores which left considerable room for improvement.

TABLE 4

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	70	6.2	5.5	10.6	6.0	4.4	3.2	1.8
2	71	4.0	3.7	8.8	4.4	4.8	2.6	1.9
3	95	3.7	2.5	7.7	2.4	4.0	1.6	1.6
TOTAL	236	4.5	4.1	8.9	4.5	4.4	2.5	1.8
				SPRING				
1	58	8.9	5.4	13.2	5.5	4.3	2.1	1.4
2	81	7.3	5.4	13.3	6.0	6.0	4.6	2.0
3	45	6.0	2.7	10.0	2.2	4.0	2.1	1.3
TOTAL	184	7.5	5.0	12.5	5.3	5.0	3.5	1.6

- The program objective was achieved and indeed surpassed at all levels, both semesters.

CONTENT-AREA INSTRUCTION

-- As a result of participating in the program, 70 percent of program students will score at or above the 65 percent passing criterion in mathematics, science, and social studies.

Bilingual course offerings for the Spanish-speaking participants include biology, general science, fundamental math, algebra, American history, global history, government, and economics.

Bilingual instruction in content areas is quite good overall. In a bilingual economics class observed, the teacher began his lecture in Spanish, while referring to an English language text and questions written in English on the blackboard. Half-way through the class, the teacher switched and asked students questions in English. Students were quite animated; they followed the lesson in both languages and responded to questions in English. When they had difficulties, they responded in Spanish.

A more elementary science class was also observed. It was conducted entirely in Spanish. Students were less excited, although this could have been due to the presence of an observer. Neither social studies nor science classes currently make use of the personal computers.

Bilingual math instruction is one of the weak spots of the program. The current math teacher does not speak Spanish and is not licensed to teach math. The fundamental math class observed made use of a computer-assisted instruction math skills software

package with each of 15 students using a computer. They selected a task from a menu offering problems in subtraction, addition, multiplication, or division, at several levels of difficulty. At the end of a series of problems, the computer calculated the percentage of correct responses. Students then waited for the instructor to record their score. A monolingual English-speaking paraprofessional moved around the room helping students. The bilingual computer specialist explained to students in Spanish what they had to do. The teacher's role seemed limited to recording scores. The students worked well with the software, which was developed by the computer specialist. The paraprofessional indicated that this kind of instruction was especially effective for students with "discipline problems."

Student Achievement in Content-Area Courses

Table 5 presents the passing rates for program students in mathematics, science, and social studies courses each semester. A weighted average for the year was also computed. Examination of Table 5 reveals that overall, the program objective was met. Students exceeded the passing criterion of 70 percent in all areas. Although there was a decrease in passing rates for business/vocational courses from fall to spring, overall the objective was achieved. There was a large increase in passing rates in mathematics from fall to spring.

TABLE 5

Passing Rates for Content-Area Courses

Content Area	FALL		SPRING		TOTAL Overall Passing Rate
	Number of Students	Percent Passing	Number of Students	Percent Passing	
Mathematics	204	73.0	211	84.8	79.0
Sciences	171	80.1	170	79.4	79.8
Social Sciences	236	84.0	217	83.4	83.7
Business/ Vocational	88	81.8	89	61.8	71.7

- Overall, the objective was met: students exceeded the 70 percent passing criterion.
- There was a large increase in passing rates in mathematics from fall to spring.
- Although there was a decrease in passing rates in business/vocational courses from fall to spring, overall the objective was achieved.

NATIVE LANGUAGE ARTS

-- As a result of participation in the program, students will show statistically significant gains in Spanish language achivement.

-- Seventy percent of the students participating in the program will score at or above the 65 percent passing criterion in French language arts courses.

Native language arts classes are offered on beginning, intermediate, and advanced levels for native Spanish speakers in the fall and spring. Haitian program students attend French native language arts classes on an intermediate level. These classes are making the most innovative use of the computers. In an observed advanced Spanish class, students used word processing software to write short compositions and business letters in Spanish. The students wrote directly on the computers. When they finished, they printed out their work. They made corrections in their original compositions, printed them again, and then added accents to the Spanish. The computer specialist and a paraprofessional assisted students individually in both Spanish and English. The students appeared to enjoy working with the machines.

Student Achievement in Native Language Arts

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura*, Level 3. The

*Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

Prueba de Lectura is part of the Interamerican Series of Tests published by the Guidance Testing Associates. The test items for the series are selected for cultural relevance to both Anglo-Saxon and Hispanic cultures in the Americas.

The Prueba de Lectura was administered in the fall and spring. Because the publishers recommend local norms and programs test out-of-level, analysis was based on raw score gains rather than on standard score gains. The results are presented in Table 6. Complete data on both tests were available for 151 (81 percent) program students.

Statistical significance of the mean gain was determined through the correlated t-test model to demonstrate whether the mean gain is larger than would be expected by chance variation alone. Because statistical significance does not provide enough descriptive information, the table also includes the proportion of students making gains.

Examination of Table 6 reveals that students' posttest scores were significantly higher ($p.<.01$) than pretest scores. Of all the students for whom data were provided, 83 percent made gains. Thus, the objective was achieved.

Table 7 presents passing rates for students enrolled in French language arts classes in the fall and spring semesters. A yearly rate was also computed. Passing rates exceeded the proposed 65 percent criterion both semesters. Thus, the objective was met.

TABLE 6

Results on the Prueba de Lectura, Level 3

Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	GAIN Mean	GAIN S.D.	Proportion Making Gains
151	82.1	22.3	88.4	26.3	6.3*	16.5	83

*Statistically significant at the .01 level.

- Posttest scores were significantly higher (p.<.01) than pretest scores, thus meeting the program objective.

TABLE 7

Passing Rates for Native Language Arts Courses

Course	FALL Number of Students	FALL Percent Passing	SPRING Number of Students	SPRING Percent Passing	TOTAL Overall Passing Rate
French	26	100	26	96.2	98.1

- The 65 percent passing criterion was surpassed both semesters.

COMPUTER SKILLS

-- As a result of participating in the Computer Lab class, students will show an improvement in computer literacy at .10 level of significance. There will also be a significant relationship between computer literacy and cognitive skills development.

The most distinctive feature of the project is its use of personal computers to instruct students. After two years, the TRS-80 computers appear to be working reliably. Some of the project's classes are using well-constructed software packages.

The program is apparently providing students the opportunity to develop computer skills and respond to problems posed by the software. The use of the word processing program accomplishes this to a much greater degree than the computer-assisted instructional software observed. But even with the latter, students appeared to feel more comfortable with the machines and learned they need not be mystified by them.

The project shares the computers, which were purchased with Title VII funds, with the mainstream. It was explained that because the computer lab was wired with tax-levy funds, bilingual students have access to the computer facility only 50 percent of the time. This is believed to be one way the project is able to cement relations with the mainstream. However, having to share the machines with the mainstream must inevitably compromise the project's overall objectives. While some students have daily access to computers, this is not true for all students, especially those that do not speak Spanish. At the time of the site visits, the only classes making use of the machines were the

advanced Spanish and elementary math classes. Earlier in the term, the project held a number of after-school classes in word processing and typing, and staff were invited to learn as well. Nevertheless, more effort needs to be put in to developing ways to integrate the use of the computers with the other content courses.

Student Achievement in Computer Lab Classes

The project did not provide data to assess achievement in this area.

Student Satisfaction with the Program

-- As a result of participating in the program, students' attendance will be significantly higher than the attendance rate of mainstream students.

Attendance. Statistical significance of the difference between program and school attendance was determined through the application of a z-test for the significance of a proportion*. This procedure tests whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than what can be expected by chance variation.

The attendance rate for program students was 89.5 percent, 18 percentage points above the schoolwide attendance rate (71.5 percent). The z-test ($z=6.53$) results indicate that the difference in attendance rates is statistically significant ($p<.01$).

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

The program objective was thus met.

Dropout. Of the 47 students who left the program during the year, 26 graduated, eight dropped out for unknown reasons, six transferred to another school, five returned to their native country, two left for "other" reasons.

V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Project TRIUNFE has successfully overcome many of the problems it faced in its initial year, and is now in a position to more faithfully implement the program proposed. Even now, it is a bright spot in a troubled high school: attendance and graduation figures for bilingual students are much higher than for the school as a whole. The new principal sees the program as a model for the mainstream, and intends to duplicate its structure throughout the school. The intensive contact bilingual students have with the project staff (the project director, the computer specialist, and the paraprofessionals) engenders a sense of "belonging" in students, leading to improved attendance and academic performance. The project appears well equipped to resolve any future problems.

RECOMMENDATIONS

The following recommendations are offered for possible program improvement:

-- The project should involve more students in more ways with the computers. This might include buying new software or making use of existing software. Content-area teachers should be encouraged to develop projects making use of the computers. This is particularly necessary in social studies and science classes.

-- Staff development meetings could be used to increase

teachers' awareness of the potential uses they might make of the computer facilities.

-- Efforts should be made to improve the level of coordination between the bilingual program and the bilingual guidance counselor.

-- The project needs to find staff competent to teach required content courses in Spanish, especially math, and to provide support for those teaching subject areas out of license.